JUN 20 1927

Does College Do It? Read "The Hex Doctors," page 660

GRAL ROOM
AL LIBRARY
OF MICH.

Journal of EDUCATION

BOSTON, MASS.
Vol. CV. No. 24

June 13, 1927

TEN CENTS A COPY
BY THE YEAR, $3.00

A New Series of Supplementary Silent Readers

Pearson and Hunt's Everyday Reading

By HENRY CARR PEARSON, *Principal of Horace Mann School, Teachers College, Columbia University, and* CHARLES WESLEY HUNT, *Dean of School of Education, Cleveland, Ohio.*

Book One, $0.56 Book Two, $0.64 Book Three, $0.68
Manual for Teachers, $0.48

Each book is composed of about sixty easy selections, illustrating the various types of reading and providing specific training for their most important purposes.

Each book also contains many practical exercises which will be helpful in building fundamental skills in reading.

The selections present a great variety of informative material which is especially well adapted to the testing of accuracy and speed of reading.

Constant emphasis is given to the fact that the fundamental purpose of all reading is to get the thought from the printed page.

The Manual for Teachers gives explicit and complete instructions, workable devices, and suggestive, detailed lesson plans and teaching methods.

For Grades Four, Five, Six, Seven, and Eight

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

Adopted by Indiana and Oregon for Exclusive Use

THE McCALL SPELLER

McCALL and HOUSER

A PUPIL'S INTRODUCTION gives definite method for study.

AIDS TO SPELLING point out the peculiarities of the more difficult words.

STUDY EXERCISES for each week give practice in applying the rules of spelling.

A SCORE CARD for each pupil in each of Grades 2-8 inclusive serves as a record of the pupil's progress and standing.

Write for Further Information

Laidlaw Brothers

2001 Calumet Ave. Chicago

36 West Twenty-fourth St. New York

COLUMBIA RESEARCH BUREAU ALGEBRA TEST

By ARTHUR S. OTIS *and* BEN D. WOOD

An achievement test in algebra to provide high schools and colleges with a reliable and comparable measure of students' ability and progress.

The test consists of two parts. Part I is a test of ability in the mechanical operations of algebra; Part II is a test of the ability to solve problems by algebra.

The test may be used as a guide to correct placement and in vocational and educational adjustment. It is particularly useful in maintaining standards, in establishing college entrance credit, and in making possible a genuine comparison of the achievement of classes.

Careful construction and successful experimental use have established the practical value of this test. It is a dependable measure of achieved results in algebra.

Test: Form A or Form B, in packages of 25. Price per package $1.30 net each.

A specimen set will be sent at 25 cents postpaid.

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York

14 Beacon Street, Boston 2126 Prairie Avenue, Chicago

Also Atlanta, Dallas, San Francisco, Portland and Manila

The Moore-Wilson Readers

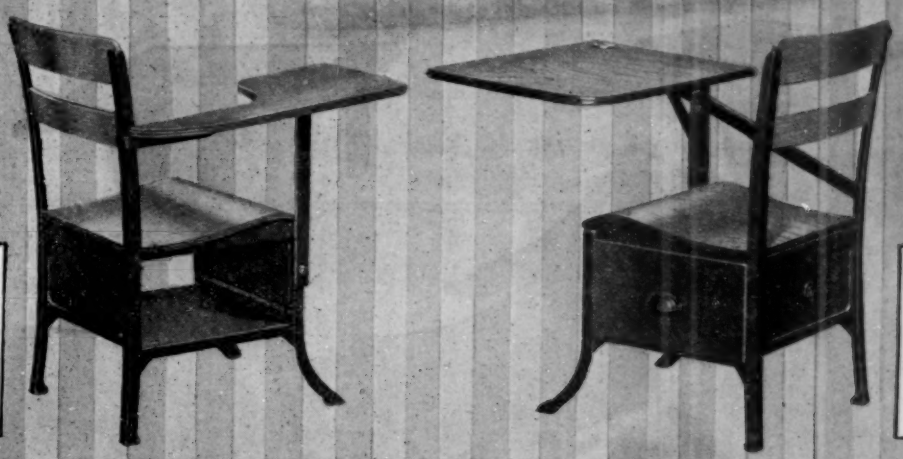
are a step ahead in reading

IN the readers for the first three grades a child learns to read his way into a newly created fairyland. The fairy folk help him to learn, provide stories, plays, and verse for his delight, and conduct themselves as examples of right living.

When a child has mastered the mechanics of reading and has a comfortable reading vocabulary, he is ready to explore literature. The books for the fourth, fifth, and sixth grades bring him to enchanting new territory. He reads simple selections from classical and modern writers, stepping ahead measurably in content and vocabulary. This is a sound transition from juvenility to the precocity of the 'teens.

D. C. HEATH AND COMPANY

NEW YORK BOSTON CHICAGO ATLANTA DALLAS SAN FRANCISCO LONDON



Tablet Arm Chair No. 163
With or without book drawer. Very desirable for lecture halls or recitation rooms. Strong and rigid angle steel frame work. Wood parts of perfected plywood. Du-Pont Duco American Walnut finish.

Movable Chair Desk No. 162
Movable with 3 adjustments for height. Wood parts of perfected plywood. Noiseless, easy-acting, roomy steel book drawer. Strong and rigid angle steel frame work. Genuine Du-Pont Duco finish.

National Distribution that Means Local Seating Service to You

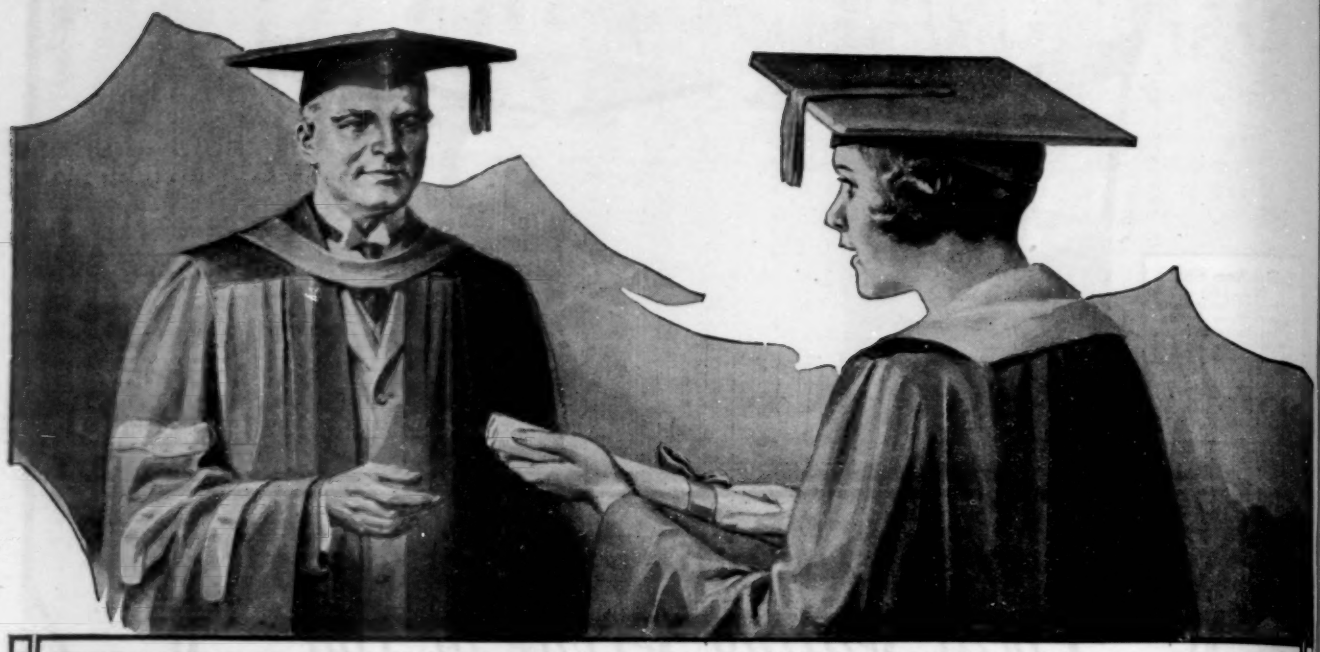
Sufficient in itself to recommend the "American" product to all buyers of school seating is the fact that more than 55% of the nation's school seats are "American" built. But beyond the high standard of quality . . . the many distinctly advanced features that have earned universal popularity, is a service that guarantees delivery of your order *on time.*

53 distributing stations blanket the nation. Located near *you* . . . literally at your very door, to give you 48-hour service or better. Ample, diversified stock—15 master models with nearly 200 variations in style, design and finish assure you a wide selection. Distance limitations need not give concern. For while the factory is in Michigan, the *Service* is *Local* to you.

American Seating Company

GENERAL OFFICES: 4 East Jackson Blvd., CHICAGO, ILL.

If these desks cost a little more in the beginning, that is only because they have been built to cost far less in the end.



"and for teaching success equip yourself with Compton's National Teachers' Service"

Your diploma signifies that you are prepared to teach. Now . . . one more important step to assure your teaching *success*. Provide yourself with material, accepted by foremost educators, which will enable you to apply the modern methods you have learned in normal school. ¶ Written by people thoroughly acquainted with schoolroom needs and the problems confronting the teacher in her everyday work—Compton's National Teachers' Service places at your instant call the best thinking of America's greatest educators . . . lesson-plans, outlines, type-studies, complete projects, models for countless additional projects . . . profusely illustrated current material mailed every month, graphic pages on every subject, presented as the teacher at her best should always present it. ¶ Read below what leaders in the teaching profession say of Compton's.

GEORGE D. STRAYER (Professor of Educational Administration, Teachers' College, Columbia University). "I am glad to express my very great appreciation of the services which the publishers and the board of editors responsible for Compton's have rendered."

WILLIAM B. OWEN (Principal, Chicago Normal College). "You have done a real service in preparing Compton's. It is modern, simple, accurate, reliable, attractive, stimulating, and informing."

H. B. WILSON (Superintendent of Schools, Berkeley, Calif.). "The total result you have secured can be attributed to nothing less than a group of geniuses at work upon a problem in which they not only put their energy and souls, but their very life. I can not write in terms of too great praise."

S. P. CAPEN (Chancellor, University of Buffalo). "I know of nothing like Compton's, nothing that compares with it in interest, suggestiveness, and range."

W. N. BAGLEY (Professor of Education, Teachers' College, Columbia University). "From every source I hear glowing tributes to the excellencies of Compton's. My own examination of the work convinces me that these tributes are most richly deserved."

NOTE TO SCHOOL EXECUTIVES

The Teacher who applies to you for a position, and informs you she has enrolled for Compton's National Teachers' Service, merits your courteous consideration. For she comes to you equipped with the finest teaching tools obtainable.

Build now for leadership—for assured teaching success. Send for the detailed facts on Compton's National Teachers' Service. Find out just how it brings you more time for yourself . . . and more to give your pupils. A letter or a postal card will bring you full information and places you under no obligation.

F. E. COMPTON & COMPANY
1000 North Dearborn Street Chicago, Illinois

Someone you know is already using Compton's National Teachers' Service

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR JUNE 13, 1927

EDITORIALS:—
Economic Prohibition 657
Hughes-Hetzel-Lewis 657
The Tulsa Way 658
Health Program at Toronto 658
What Is Your Professional I. Q.? 658

BELDING'S PAGE 659

THE HEX DOCTORS 660
By John D. Brooks

IMAGINATION IN ARITHMETIC 662
By Garry Cleveland Myers

EXAMINATIONS 664
By Richard K. Morton

PERSONAL AND PROFESSIONAL 667

CHARACTER CHATS 670
By Joseph B. Egan
Vineyard Master's Folly 670
The Great Architect 670
The King's Flower Garden 671
Seeking Heaven 671
Closed Blinds 672

EDUCATION IN ACTION 673

TREND OF THE TIMES 675

THE BOOK TABLE 676

GRINS BETWEEN GRINDS 677

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Economic Prohibition

THE Journal of Education confines its activities to the schools and the public's relations to the schools, to the teachers and to the children. There are innumerable good causes in which personally the members of its management are interested, but the Journal of Education does not detour from its one mission and its one message, but Professor Irving Fisher of Yale University, one of the most scientific scholastic economists, issues a statement which is of interest, of supreme interest, to public schools. Professor Fisher demonstrates scholastically and scientifically that Prohibition is economically worth six billion dollars—$6,000,000,000—a year to the United States. The public schools must have public money. An extra six billion dollars a year will very nearly pay for the public schools.

An extra million for the Horace Mann School, Teachers College, will help Columbia to train college professors.

Hughes-Hetzel-Lewis

THREE important University changes are of exceptional interest. Raymond M. Hughes, president of Miami University, Oxford, Ohio, is to be president of Iowa State College at Ames, one of the leading Land Grant colleges of the country. He not only did much by way of promoting the national recognition and scholastic efficiency of Miami, but demonstrated rare ability in dealing with national problems as chairman of one of the most important university committees that has functioned in many a day. Iowa College affords an opportunity for the use of his demonstrated leadership.

Ralph D. Hetzel has gone from the presidency of the University of New Hampshire to the presidency of State College, Pennsylvania. Dr. Hetzel came to New England from Oregon only a few years ago, but he struck a fast pace at once, and what was an agricultural college of the minor class has become the University of New Hampshire with generous legislative support and high standing educationally. He

goes to Pennsylvania with the prestige of notable success in New England.

Edward M. Lewis, president of the Massachusetts State Agricultural College at Amherst, goes to the presidency of the University of New Hampshire under gratifying conditions. He had been head of the Massachusetts State College only a short time, but he had impressed himself upon the college, upon the leaders in agriculture, and upon the press so much that it was a shock to all interests to think that the institution at Durham was so attractive that he is lost to the Bay State. It was the first time that the notable advance of the New Hampshire institute was adequately appreciated in Massachusetts. Dr. Lewis has a responsibility only equaled by the opportunity provided.

Five hundred high school students of Chicago, in three special trains, recently made an extended tour in the East studying points of historic and geographic interest.

The Tulsa Way

IN THIS vast country there are many wonderful demonstrations of educational achievements. We are continually amazed at what can be done by communities which literally out-do all other communities. It was our privilege to be present at the dedication of an organ in the high school of Tulsa, Oklahoma, Philander P. Claxton, superintendent, which is the finest and largest organ installed in any high school in the New World, in any city within a thousand miles, probably in any educational institution.

It is connected with the pipes of the four manuals and the solo and echo divisions by five cables, each containing about 400 wires. There are sixteen stop keys controlling the great organ, twenty for the swell organ, fourteen for the choir organ, eleven for the solo organ, ten for the echo organ, fifteen for the pedal organ, and two for the echo pedal organ, a total of eighty-eight pipes affecting a speaking aggregation of 3,087 pipes. A ten-horse-power motor supplies the wind for the main organ with necessary generators for the action.

And this miraculous instrument is the gift of the students of the school, past and present. It is certainly a great world in which we are living.

The Junior High School was born in California, and the state superintendent of California says it has passed the experimental stage in that state.

Health Program at Toronto

THE World Federation of Education Associations Conference at Toronto will have one section devoted to school health problems. The interest expressed by those attending the School Health Section of the Federation meeting at San Francisco in 1923, and again at Edinburgh in 1925, indicates the value of such an arrangement. The program will deal with school health problems common to all parts of the world. The topics to be considered will be: The training of leaders—doctors, nurses, and teachers; methods of presenting health facts to elementary, high school, and university students; environmental factors; the service program—the doctor, the nurse, and other specialists.

What Is Your Professional I. Q.?

[Answers will be found on Page 679.]

81. What woman has been an eminent supervisor of music in a large city for many years?
82. What president of a State Teachers College had been in the state department of an adjoining state?
83. What retired city superintendent was longest in office of any city superintendent on the Pacific Coast when he retired?
84. What professor of Columbia University has had most influence in progressive education for two decades?
85. What woman who is the joint author of largely used textbooks has been assistant superintendent in two cities and professor in a large university?
86. In what state was the present superintendent of Seattle prominent in educational work before going to the Pacific Coast?
87. What retired high school principal is a prominent author of school histories?
88. What three important positions did William J. Cooper occupy in 1926?
89. With what two great universities was Josiah Royce connected?
90. What other important position did the present chancellor of a great university in the East and the Dean of Education on the Pacific Coast occupy?

Belding's Page

ORAL ENGLISH

WHAT has become of the old "rhetoricals"—those exercises in public speaking which once tried the nerves of amateur orators and the ears of captive schoolmates who had to sit and listen?

Crowded out to make way for other studies more in demand from a restless public—is doubtless the answer.

Meanwhile our young folks in a great many schools are missing the stored-up memory that came from learning certain specimens of English well enough to recite them orally before the assembled pupils; and are losing likewise the experience in public speaking, the drill in voice and phrasing and enunciation—in short, a most valuable exercise.

To some extent the drama supplies the place of these boring occasions, and supplies it more pleasurably.

Whether by drama or by rhetoricals or in other ways—and preferably through a combination of all these ways and others—the proper mastery of spoken English needs to be taught. Slovenly speech is all too common in the mouths of the rising generation. With many of them it is a pose. They fear to employ correct diction, lest they appear peculiar or, as they would say, "snooty." Whatever a young person does, he or she must never emerge from the ordinary. This is democracy with a vengeance. Only by tact and persistence can it be overcome. The ideal of accurate and authentic English must not only be preached but inculcated by frequent drill in every classroom.

A GIFT OF THE GODS TO MEN

SPEECH is a golden gift of the gods to men. It is a gift more useful than the gift of fire. It parallels in service to men the gift of reason. Reason rarely precedes speech by any long distance. For each new thought a word is found. Some authorities declare that thought never outruns words. But that is putting the cart before the horse. Each new concept demands a symbol for its anchorage. From each anchorage proceed other concepts and other words.

Words are a sort of holy thing. They mark the successive stages in human development.

Speech should be held in reverence. By it men commune with one another. By it they convey fact and feeling from one mind to another.

To gain the entire command of the resources in any one language is work for more than a lifetime. Long must be the toil and rigid the self-discipline if one's speech is to become clear and admirable, not to say brilliant.

Speech is in itself an art. Its technique must be acquired by constant exercise. Habit is the basis of this, as of any other art; and not only the basis but the whole of it.

To be born in a family where better than average English is customarily spoken, is an advantage which any child well may covet. But the child inheriting this advantage may be foolish enough to throw it away and allow himself to be outstripped in the precise and agreeable use of his mother tongue by the son or daughter of the alien, having much to overcome in linguistic environment but lacking not the will to struggle.

If only the growing boys and girls could understand how many doors they close in their own faces by abusing the gift of speech, they would resolve to form proper speech habits, and would stick to the resolution.

KEEP AN OPEN MIND

ONE of the best habits for a teacher is the habit of an open mind. This is an excellent habit for any one. It is superlatively fine for those who are to teach. Truth is not settled finally in any age. That which is held true today will be modified tomorrow. What is more important, then, than to cultivate in the youthful mind a receptiveness to fresh discoveries of truth? And how shall this quality be imparted to others unless the teacher himself shall have it, and shall show by word and act that he has not settled into a narrow groove of complete conviction?

Only they who possess the habit of an open mind are adapted to growing old without becoming back numbers.

It is easy to mistake some one's dictum for finality. But to do so confines one's intellect in a plaster cast.

An education can be shown to pay in dollars. But unless it pays in nobler coin than that it does not pay at all.

Anson W. Belding

Associate Editor.

The Hex Doctors

By JOHN D. BROOKS
Professor of Education, Wilson College
Chambersburg, Pa.

IN JUNE, 1920, I stood upon the campus of Amherst College at the celebration of the one-hundreth anniversary of the founding of that institution. The alumni of previous years passed by classes in procession before me. Calvin Coolidge, then Governor of the State of Massachusetts; Frederick Gillett, speaker of the National House of Representatives; Chief Justice Rugg of the State Supreme Court, Governor Charles Whitman of New York, Secretary of State Lansing of Wilson's Cabinet, George Ade, the writer; Dwight Morrow, the financier, and many others of outstanding achievement in practically every field of American life were among them. "That," said the "old grad" at my elbow, "is the result of Amherst training."

But marching in the procession and clothed with an honorary degree from Amherst came the town tinker who worked in a little shop in the alley behind the National Bank, and whose sign read: "We mend everything but umbrellas." Although he never had anything but a grammar school education he was probably the outstanding genius of the entire assemblage.

The national government, driven almost to despair by the inefficiency of the officers' field glasses at the beginning of the last war, turned to tinker Thompson, who devised and attached an appliance to the glasses that make them equal to anything that the German army possessed.

Mt. Holyoke College, some time prior to the war, had purchased a most expensive microscope from a German firm. When it was set up for use great was the disappointment to find the image it gave was burred and unsatisfactory. The optical experts of one of the largest firms in this country tried in vain to correct the defect. Finally the college sent the instrument to Thompson. He made one of those shrewd guesses which seem to be so often the earmark of genius. "Had the instrument in the haste and carelessness of packing and shipping at that time, by any possibility come in contact with iodine?" He knew how readily even the fumes of iodine would etch and throw out of focus the meticulously ground lenses of comparatively soft glass in the microscope. "Yes, in the hold of the vessel coming over, there had been a shipment of iodine in close proximity to the case containing the microscope." With instruments of his own devising he measured the lenses, and found the eye piece, a bit of glass not so large as a grain of wheat, had been almost imperceptibly pitted by the fumes of iodine. With other instruments of his own making he re-ground the glass to perfect focus, and turned back a wholly satisfactory instrument to the college.

For many years he had kept the telescopes in the observatories at Amherst and Smith in perfect repair and adjustment. How much of the fame of astronomer David Todd of Amherst was due to this can only be surmised. It is a tribute to the breadth and liberality of Amherst College that it was glad to number the old man among her sons as an honorary alumnus. The point I would make, however, is that if he had been graduated regularly from the college, his ability would have been claimed as a result of its training and pointed to as an evidence of the mental disciplinary effects of a purely cultural education. Many believe these things so implicitly that they make these disciplinary effects the foundation for and the justification of the time and expense devoted to higher education and fill the curriculum with subjects fondly believed to produce certain particular beneficent results on the human mind in a disciplinary way. Anything so important and so expensive as education should be founded on a demonstrable basis, yet such results as these claimed from education have never been measured nor even definitely established to exist. A few literally true examples, such as the above and those that follow, will give just as strong evidence for a contrary point of view.

One Sunday a good maiden lady, a member of the school committee in a town to which I had just come as superintendent of schools, took pity on me as a stranger, and invited me to her home for dinner. While she was tidying up the house after the meal, I crossed to the porch of her neighbor. I introduced myself, and learned his name was H. Carleton Smith. On learning my position he mentioned casually that he had nothing but a high school education. A little later he invited me to the hill top behind the house to enjoy the view and to inspect the garden. We could look across to the town reservoir on the adjacent hill. It suggested a phenomenon that had recently sorely puzzled my hazy chemical knowledge. In the town whence I had come the water was strongly impregnated with lime. When the water became heated in the water-backs of the stoves it deposited this lime, thus blocking the circulation of water and causing one or two fatal explosions. "Heating water increases its

solvency. Why then when heated should it deposit the lime held in solution when cold?" Without any hesitation my new-found friend responded: "Heating the water drives out the air that holds the lime in solution and this causes it to be precipitated." "Ah, this high school graduate evidently hasn't forgotten his chemistry," I thought. I questioned him further, and found to my astonishment that he taught chemistry in the Harvard Dental School. He was noted for his researches in the nutritive values of foods, and from him I first heard the terms, "enzymes," "vitamines," "hormones," and others now common in our everyday vocabulary. Only his untimely death prevented his attaining wide professional renown. Harvard was glad to have him as a teacher despite his lack of degrees, yet if he had had them many would have cited his achievements and ability as the result of college training.

I went one day to a little shop wherein James A. Ambler manufactured addressing and duplicating machines of his own invention. He had had no education beyond that obtained in a country school forty years previously. When his twin daughters entered the local high school he decided to satisfy his long deferred ambition for an education, and although over fifty years old, he learned each evening the lessons they had had during the day and took and passed their regular examinations under their supervision. He graduated at home when they graduated at school. When they entered Wellesley College he laboriously mastered their college work with them through each of their four-years' course. When they studied economics his heart was touched by a new zeal and enthusiasm. He read all available material on the subject. In substance at least he completed his "Master's" degree. He was dissatisfied with existing theories and expositions of economics. He evolved his own and decided to publish them. But, alas! no firm would risk publishing a work from an author of his background. He had not the means to pay for the publication of the book. He determined to publish it himself. He presented me with a copy of this book, which I consider the most remarkable one in my library. In binding it looks like an ordinary volume of six hundred pages, yet every particle of it is the the product of his own labor. The pages were printed from typewritten copy run off on his own duplicating machine. The binding and lettering, neatly and splendidly done, was likewise the work of his own hands. As to the subject matter, I can only say that this book, Ambler's "Theory of Economics," is the statement of the subject which I accept. The genius of the man had he had a college degree would have been eagerly claimed as the resultant of college training.

Another illustration that approaches from the opposite direction. James McManus had been for twenty-five years the town clerk. His annual stipend was seven hundred dollars. "Jimmie," as he was called, was much loved and respected and lived quietly and happily in his work and on his salary. When Congressman C. Q. Tirrell died, Senator Henry Cabot Lodge came to town to attend his funeral. All were eager to see this great scholar and statesman who represented as no other the finished product of Harvard training and culture. After the funeral I glanced out of my office window and saw the great senator and Jimmie, the town clerk, walking toward the depot with arms around each other's shoulders. "Whence comes this camaraderie and evident affection between these two?" I asked. "Oh, they were classmates at Harvard. Jimmie was the valedictorian of Cabot's class." Well,—we may accept Henry Cabot Lodge as the perfect efflorescence of Harvard's disciplinary training, but then—there is "Jimmie." If Harvard's standards of estimating her product at graduation are worth anything, Jimmie should have shown more in after life. It is a poor rule that doesn't work both ways. I studied him carefully and could discover no impress or result of the careful, thorough training he had received. Is not our theory of mental discipline and transfer of training based on just such evidence as this? *Ergo hic propter hoc.* We might call in witness, too, the friendly three, Henry Ford, Thomas Edison, and John Burroughs. But it is all extremely weak, very worthless kind of evidence. The farmer who plants and harvests his crops according to the phases of the moon has just this kind of reasoning and evidence in support of his practices.

In my early teaching thirty years ago in Lancaster County, Pennsylvania, I boarded with a good German family. The housewife was the family doctor. She brewed various vile-tasting decoctions with which, as she fondly believed, she cured all the minor family ailments. She pointed to the fact that her patients recovered as conclusive evidence of the curative power of her medicines. When I got sick I refused to swallow her compounds, yet the fact that I got well like the others shook her faith not a particle. For the more severe cases she called in the pow-wow man or "hex doctor" from Lancaster who used charms and did incantations to heal the sick. Eli, the second son, complained bitterly of intense pain and stiffness in his right shoulder. It did not yield to her treatment. "Never mind, Eli, when I come from market Wednesday I'll bring the 'hex doctor' and let him work over you." But the

busy housewife forgot her errand much to Eli's woe and disappointment. Before the next market day, Saturday, his arm had completely recovered. I could not forbear to suggest that it would have been a great triumph for the "hex doctor" had he come Wednesday.

We may excuse this type of proof and reasoning among the rude and uneducated, but as a basis for continuing the theory of mental discipline and retaining at the present day otherwise comparatively useless subjects in our college curriculum because of their supposed disciplinary efficiency, it is inexcusable and without defence. Until we have some definite and acceptable evidence to the contrary we must believe that a purely classical college serves largely as a selective agency and prominent men by reason of their inherent ability were able to complete their college course rather than that they acquired their ability through the medium of or because of their college education. The day of the "hex doctor" in education is past.

Imagination in Arithmetic

By GARRY CLEVELAND MYERS, Ph. D.
Cleveland School of Education, Cleveland, Ohio

"IMAGINATION in arithmetic!" "Impossible," the average person says. When as a child he toiled and worried in arithmetic in school, he hardly had an opportunity to use imagination, unless he dreamed and wandered from his work. He doubtless had to pay the penalty at such times for the adventures of his fancy. No; there has been little or no place for the child's imagination in the learning of arithmetic. It is not strange, therefore, that it has become almost proverbial that creative minds have looked upon arithmetic as very painful drudgery.

Turn to the pages of almost any text which is labeled "Arithmetic" and try to find, as you read the problems, something to fire a child's imagination. You probably will look in vain. As you look, ask yourself also what there is in this book which will induce a child to steal time from his story book or play. What can you find there to make the learner turn ahead the pages in order to find out what thrills await him farther on?

The average problem in arithmetic, whether it is found in books or dictated by the teacher, is about the most uninteresting and boresome statement which the school-child must endure. How many pounds, how many yards, how many pencils, what will it cost, how many birds are left, are types of statements which are repeated over and over again so frequently that they become repellant. John, Mary, Jane, and William come so often that their repetition worries many thousand other children who may have a different name, as well as those who must see and hear their own names used in vain. Variety of expression, and novelty of words and names, are almost total strangers to the average textbook in arithmetic. The teacher who writes problems on the board, or reads them to the children, also imitates these painfully monotonous and stereotyped expressions.

Suppose the teacher has the children write some problems. What will they do? They will merely imitate her uninteresting models. They will labor under the impression that the problems which they write must be short and matter-of-fact.

Compare the two problems below:—

"Mary had 3 flowers in her hand, and found 4 more flowers. How many flowers did Mary then have?"

"Bob fell and humped his knee 4 times this morning. He bumped his head 3 times this afternoon. Bob got —— bumps today, but he did not cry."

Give these two problems to second grade children. They will soon tell you which is the more interesting. But does not each problem come within the child's experience? Of course it does. Nevertheless, the second one is more likely to stir up images and feelings than the first. The first one also sounds so much like nearly all the problems which the child sees in books and hears from teachers that it suggests the commonplace.

If, in addition to the picturesque and interesting story in a problem, there appear illustrations that are fascinating, the problem is the more appealing. In the future the child's textbook in arithmetic will have stories which are so fascinating that he will read them just for fun. These stories no doubt will be illuminated by a modified form of the newspaper comics.

Compare the two problems below. Ask yourself which is the easier.

"After traveling 160 miles, a man has 4 gallons of gas left in his automobile. How many miles did he get to a gallon of gas if he bought 8 gallons on the way and had 6 gallons when he started?

"Last summer Agnes Purdy, her brother Archie, and their parents took a trip in their Ford. Archie measured the gasoline when they started. 'We have eight gallons,' he told his father. At the end of the day he

found 4 gallons of gasoline in the tank. They had bought 6 gallons at a station on the way, and had traveled 160 miles. Agnes told her mother that they had made —— miles to a gallon that day."

If you have been accustomed to dictating problems to children, you will say, of course, that the first problem is the easier one. But suppose you present these two problems in mimeographed or printed form before the child. Then you will find that for most children the second problem is the easier. When 513 pupils from the fifth grade through normal school were given these two problems, among twelve other similar ones, 253 did the longer one correctly, whereas only 197 of the same children did the shorter one. This relative difference obtained in about the same proportion for each grade.

These two problems are taken from an investigation entitled "An Experimental Study of Imagination in Arithmetic," Chapter XI, of the book entitled "The Prevention and Correction of Errors in Arithmetic," by the writer.

The rather surprising results found in this study are in conflict with the almost universal practice in the writing and dictating of problems for elementary children.

Of course, all the problems in this study were presented to the child in printed form, to be read and solved at his own speed. If the children had been told to solve these problems after hearing them read, without the opportunity to read them, the shorter problem, no doubt, would have been superior. On this fact hangs the whole tale.

All these years we have been dictating problems to the child. We have annoyed him with the task of keeping the problem with all its details in his mind. His task has been so difficult, and our eagerness for him to succeed has been so great, that we have made these dictated problems about as short as possible. Gifted writers have advised us, indeed, and teachers almost everywhere have been told, that all problems should be very concise.

Now, a problem, in order to be brief, must have very few details. Nevertheless, the details usually are the most interesting parts of it. Omit them, and the problem usually becomes a mere skeleton with about as much life in it as dry bones. The average problem, to be short enough that the child can get it from dictation, must have all the milk of human interest squeezed out of it.

What, then, shall be done? The answer is simple. Quit dictating problems to children. Present them in written or in printed form. Let these problems be embellished by a strong appeal to the imagination. Then, instead of all this fol-de-rol about analyzing problems in arithmetic, the child will analyze them after his own fashion. He will learn to attack problems that are written in about the same way he would attack them if he were to meet with them, face to face, in real experience. Arithmetic, then, will be popular with most children, and those who are particularly fond of good stories and who revel in creative fancies, will find it a subject not to be avoided, but to be enjoyed on a par with fiction.

As a suggestion to the teacher, here are a few sample problems of the kind that prove effective, say, for third grade children, which have been copied from a modern text:—

"The organ grinder played. Then the monkey passed the hat. He got 14 pennies. The organ grinder played another piece. When the monkey passed the hat again he got only 3 pennies. The man and the monkey then moved on with their —— pennies.

"Ned's father bought him a bicycle that cost $29.75. A car struck Ned next day while he was riding this bicycle, knocked him off, and hurt his head. He was taken to the hospital. The hospital bill was $12.00, and repairs for the bicycle cost $3.65. By purchasing that bicycle, Ned's father paid in all $——, and Ned might have been killed.

"To telegraph to Chicago costs 35 cents for ten words, and 2 cents for each additional word. My mother sent the following message to my father in Chicago: 'Baby fell from the high chair and broke his arm. Please come home at once.' The cost of the message was —— cents.

"Grandmother suffered all night with toothache. Next day she went to the dentist. He took X-ray pictures of her teeth. He took 10 pictures. Each one cost 75 cents. The next day he filled one tooth for her and extracted 3. For filling he charged $1.25, and for extracting the teeth 75 cents apiece. She took gas. That was $3.00 extra. Grandmother's dentist bill was $——, but now she does not have toothache."

"The strength, character, reputation, and influence of a great nation depend upon the education of the citizens. Education goes hand in hand, in support, and as a part of religion and piety.

"Ignorance breeds crime, cruelty, dishonesty, disease and poverty. It results in suffering, decay, destruction and obliteration." —Elbert H. Gary.

Examinations

By RICHARD K. MORTON

TREASURE trove in straw! Incredible seems the report that a Minnesota chemist has recently succeeded in extracting from a ton of straw $250 worth of products ranging from paints and oils to gas. What has always been cast away as waste from the wheat-threshing machines has now disclosed high value. What yesterday was trampled heedlessly under foot is today the chief subject for research.

Teachers often experience a feeling quite similar to that which must have thrilled the successful chemist. Classrooms are great harvest fields in which teachers labor to reap not only the choice grain of known value, but also the straw of unknown, hidden value. They know the joy of the scientist who not long ago developed a species of grain which would mature from six to ten days earlier than the species now cultivated. He thus made it possible for farmers to open to productive agriculture thousands of acres in northern Canada the climate of which is too rigorous for the other kinds of grain. Teaching is the cultivation of fields of interest, of creative, constructive, and valuable powers, in human life. Teaching must not only seek to extract from the products grown in the classroom the utmost measure of educational value, but also seek to extend its influence into new and uncultivated areas. The teacher is both an intensive and an extensive farmer.

Written examinations are the first concern both of teachers and of pupils, at this season of the academic year. Examinations have always been given a leading place in the educational system and in the methods of teaching. They serve as a test of the system, the teachers, and the pupils, more than any other single item.

Let us, therefore, examine examinations, organizing our often cursory and insufficiently comprehensive inquiry under the following divisions: (1) What and why are examinations? (2) How they are administered, and how do pupils prepare for them? (3) Their place and true value in education; (4) advantages and disadvantages of the written examinations; and (5) suggested improvements in, or substitutes for, them as they are now employed widely in colleges, high schools, and grammar schools.

We exclude from this discussion any consideration of private or graduate schools. We also eliminate all thought of mere "quizzes" or tests given at short intervals, with or without previous notice, or any form of oral test. I do not attempt to make a comprehensive survey of examinations as they might be considered from all angles and in all particular instances. I am pleading neither for nor against them, but there are so many forceful arguments on each side, that I feel compelled to re-open this subject for immediate further discussion by teachers of wide experience who are deeply concerned not only about wise teaching, but also about wise methods of measuring the results of that teaching.

1. What and why are these written examinations? As commonly understood and widely applied, they comprise a list of several questions carefully designed to draw out from the pupils evidence of studies pursued over a considerable period of time. They may be general or specific, and the time allotted to them greatly varies with different teachers and schools. They act as a means of discipline—students keep up their work to the end, for they know that much depends on the results from these examinations. They offer a unifying element to the teaching and supply some definite goal upon which the students concentrate. They "objectify" education, making as tangible as possible the evidence that a certain amount of information has been absorbed. They have become increasingly relied upon in recent years with the larger classes assigned to each teacher and with the resultant establishment of many purely lecturing courses. They are determining factors in grading the relative capacity of students in a given class; they serve as evidence to justify entrance to, or promotion from, a given year of study. They strongly influence that rating with which the school labels the student before sending him out into the world. So far as the educational system is concerned, the results of examinations, averaged in possibly with grades from daily work and from quizzes, are taken as irrefutable evidence of the student's intellectual powers and actual attainments (or lack of them).

Under this topic the questions I raise are these: Defining examinations in any way you choose, can examinations, by their very nature, serve in so important a capacity in the educational system? What, in your opinion, are the reasons justifying the regular use of examinations? Have you any particular safeguards which remove the likelihood of giving examinations which serve no worth-while purpose or which for some reason fall short of a clearly visualized mark?

Teachers are continually in the position of a

scientific experimenter who desired to know how far the seeds of certain trees could be transported by means of a breeze of known velocity. While snow was on the ground, he sprayed thousands of these seeds into the air from an airplane. He found that some seeds were transported 4,000 feet. Trees were thus, in seed form, transported nearly a mile by air! Teachers wonder frequently how far certain teaching methods, to say nothing of certain great ideas which need to be inculcated, are transported in the lives of their pupils.

Schools today, in my own humble opinion, are far too much centred around the examination. The tendency is to portray education as a rigorous and systematized process of mastering a certain amount of information. Education in our modern times, however, must be something greater than erudition or learning; it must stimulate more than a pupil's capacity for memorization. We should indeed be wary against making it appear that success in passing examinations is necessarily adequate evidence of intellectual powers. Pupils, moreover, easily acquire the fallacious notion that education is all a perfectly clear and simple matter—all you do is plod along and fight out all the problems of examinations and of the discipline leading up to them, and then, behold, you have education in its full blossom.

These are, after all, fairly abstract remarks, but perhaps they contain enough substance to make us examine the idea of examinations. I do not state; I simply inquire. Can we improve the nature of our examinations? Can we find better and more effective ways of giving them?

2. How are they administered, and how do pupils prepare for them? Usually they are announced in advance; daily work proceeds with a view to concluding one distinct topic, having a review, and then having the examination. A lesson period, or, in the colleges an entire afternoon or morning, is given over entirely for this purpose.

Students prepare for these examinations: (1) by doing their daily work faithfully; (2) by doing extra reading and seeking additional facts from other sources; (3) by rigid review, seeking to draw out what they themselves think or have to criticise; (4) by studying their teacher sometimes as much as her subject, to discover what kind of a paper she prefers (long or short, detailed or general, independent thinking or the exact words of a prescribed textbook, etc.), and to familiarize themselves with all the "inside information" known to the students of every school; and (5) by presenting themselves at the time of the examination in a condition which will make possible the best showing in the work.

Few students can thus qualify for any examination. Weather, health (including injuries, "spells," "off-days," moods, etc.), home worries, nervousness, the tendency to forget suddenly in a crisis or to misinterpret questions or to emphasize the wrong parts of them—all these tend to detract from making the examination a fair test of student ability. In spite of preparation, it is rather difficult for teachers to tell, with students not known intimately, what is crammed knowledge and what has been long studied.

You may say that these are simply isolated cases where some unavoidable misfortune hurt the student's chances. Teachers ought to realize, however, that some kind of disturbing influence is almost always present—but students render nugatory their effects very frequently by some happy resource. Students may, for example, study hard for three-quarters of an examination period and then for some reason "let down" just before the examination comes; others may cram for simply this last quarter and apparently make a much better record. How is each type of student to get academic justice? Some students cannot retain verbatim much material, but know what it was about; other intellectually strong students do fine daily work and independent thinking, yet invariably do poorly on examinations. How are these to get the kind of justice which will give the public and the colleges a correct idea of their capacity?

The art of sitting down during a period chosen by somebody else and attempting to write down all one knows about certain questions is, after all, a difficult one to many types of student who are by no means stupid or erratic. Not all students of equal ability can approach an examination with assurance of getting equal rewards.

I have these misgivings against the examination, but I do not consider myself qualified to dogmatize against or for them. But it ought to be obvious that, with the best of intentions, students of equal ability never succeed in preparing equally well for an examination. Every person who works during a given period will realize that he once in a while comes upon a time when he just does not want to do anything; nothing seems to shape itself properly in his mind or respond properly to his hands. Should teachers penalize such students all their lives for an unavoidable circumstance which may have been of only a few hours' duration? Must a student be labelled for life by the chance cross section of his mind taken during some examination period?

I therefore am of the opinion that we need to examine examinations, not only for what they are by accepted definition, but also for the ways in which they are administered, and

the many influences bearing upon the students who prepare for them.

3. Their place and true value in education. This depends, of course, upon how well they assist the chief aims of the educational system, the teachers, and the life aims of the students themselves. My main quarrel with them is that the public, the schools, and even the pupils themselves take them as evidence bearing upon matters to which they are not at all related. Students who do poorly in examinations are not necessarily stupid or indifferent or erratic; students who on the other hand do exceptionally well are not necessarily brilliant and headed for great careers. I think that we ought to take note of the influences which vitiate their fairness and the weight of their results. We ought not to use these data in illegitimate ways; they are not relevant evidence for many aspects of student life.

What, actually, do examinations examine—and how do they do it? Teachers would answer this question in a variety of ways. I think that we ought to have a considerable discussion upon what examinations do not examine or reveal. I do not propose to enunciate here any firm convictions at all, for the problem is too large for me; but I am convinced that enough dissatisfaction is in evidence to warrant our attention to just what examinations should be regarded as conclusively attesting and just what they throw some indirect light upon. What is it they examine? Attentiveness and ability in one course, or general ability? Memory or intelligence? Clarity of thought or ability to handle any unexpected situation?

School education is getting to be too much a matter of mathematics—of figures and records, in a field where all mathematical data are more or less out of place. We shall never quite succeed in accurately measuring intellect, culture, resourcefulness, and character by means of figures.

An examination is after all simply a means to an end. It contains no magic power; just because a teacher concludes a subject by giving an examination will not assure the impression of this subject upon minds, to be kept in them for future use. They should not be taken for granted, and the teacher should not be under the delusion that they possess powers and virtues which in reality do not exist in them.

4. Advantages and disadvantages of the written examination. These may be considered briefly. The advantages commonly claimed for them are perhaps these: (1) stimulate study; (2) provide climax to the study of a topic and insure review and intense application over the period immediately preceding the examination; (3) indisputably do reveal some sort of evidence of study and of mental capacity; (4) unfairness and misfortune in taking examinations need not embitter or discourage students or cause them to revolt against their teachers, the school, or the subjects, for they must meet similarly disheartening experiences in daily life later on; (5) provide definite, easily handled statistics for classifying students according to studying power and ability; (6) bring out the values implicit in cramming and the wholesome worry experienced by students who have not been very tractable workers; and (7) constitute just about the most effective way of finding out what a student has learned and how he can sort and express it.

The disadvantages are perhaps these: (1) Cause discouragement, bitterness, jealousy, and revolt among students and tend to give them the idea that it is more important to do well in examinations than to develop broader culture in matters seldom found in examinations; (2) give them too little time for general reading and outside interests and tend to make some weeks of school following examinations barren of effort and those just before examinations too crammed with work; (3) cause chronic worry, nervousness, and other serious disorders among high-class students; (4) emphasize the teachers' fallibility in grading fairly and in making up a set of questions thoroughly fair to the entire class; (5) demonstrate that the "deliverability (capacity for expressing information which has been patiently studied)" of students varies greatly and often not in proportion to mental capacity or amount of studying completed; (6) cause all kinds of injustice and unfairness which have a harmful influence upon the later intellectual life of the pupils and favor especially those students who seem to fit most comfortably into the educational system as it is now constituted and have a special aptitude for passing examinations of one kind or another; (7) do not provide for that large group of naturally capable students who are sometimes irregular in attendance, moody in attitude, sensitive, erratic in the workings of their minds, or having eccentric mannerisms of some kind—to say nothing of those eager students who become interested in many extra-curricular activities of a worth-while nature, and who, though doing far more intellectual and resourceful work on their own initiative, often find themselves unable to acquit themselves well in examinations.

5. Suggested improvements in, or substitutes for, them as they are now employed widely in colleges, high schools, and grammar schools. Under suggested improvements in examinations I should include: (1) Marking them not

(Continued on Page 669)

Personal and Professional

ALLYN ABBOTT YOUNG, professor of economics at Harvard, has accepted an appointment to the most important chair of economics in England. This professorship in the University of London is supposed to be the "top rank" of professional rank in the Old World. The appointment is as great an honor to Harvard as to Dr. Young.

B. J. HORCHEM, principal of the Audubon School, Dubuque, Iowa, has the unusual record of having been in the Iowa Legislature for nearly twenty years and retained his principalship all of the time. We have never known any schoolmaster with an experience to match this. There have been some hectic times politically in Iowa, and in Dubuque educationally, but Mr. Horchem has had an experience no one else has enjoyed in any state at any time.

DR. CHARLES W. PARMENTER, who retired from the principalship of the Mechanic Arts High School of Boston two years ago, has a lovely mountainside home at Belmont, Vermont, where he spends his summers. He has just returned from Southern California, where he and his wife and daughter spent the winter. Dr. Parmenter was one of the highly professional teachers of New England, being a member of several of the prominent dining clubs. He has long been on the governing board of Tufts College, and a most efficient leader in the campaign for state pensions for teachers.

BENJAMIN IDE WHEELER, for twenty years president of the University of California, died recently in Europe. When he went from a professorship in Cornell to the presidency at Berkeley the University had 2,439 students. When he retired in 1919 and became president-emeritus there were nearly 20,000 students, leading every university in the New World in enrollment. He was born in Randolph, Massachusetts, July 15, 1854.

A New York daily paper in a eulogistic editorial said on May 4:—

"Leading his class at Brown in both athletics and scholarship, as much respected as an oar or on the diamond as in the examination hall, Roosevelt professor of comparative philology at the University of Berlin in 1910, where his lectures excited the ardent admiration of German scholars, the late Benjamin Ide Wheeler displayed an unusual combination of the qualities that Plato looked for in the higher typer of man. . . . So great was his success in building up that institution that for years his name was mentioned in connection with each vacant presidency of one university after another. But he was satisfied with Berkeley, and there he stayed, unaffected by the lure of other places or other careers. Energetic without being fussy, a business man and an all-round scholar, outspoken without rudeness, the head of the University of California won and retained the respectful admiration of those under his guidance."

MISS EMMA D. STADLER, a teacher in the Centre School, Belchertown, Mass., turned carpenter and woodsman that swings might be provided for the school playground. Food sales conducted by the teachers failed to raise money enough, so Miss Stadler stepped into the breach. She went to her father's wood lot, cut some poles and peeled and painted them. Then she loaded them on a wagon and borrowed her father's team to bring them to the school grounds. She supervised the setting of the poles and had the necessary iron work done at a blacksmith shop. The playground now has four excellent swings.

B. J. BURRIS, president of the State Teachers College, Muncie, Indiana, since its establishment as an independent State Teachers College, died suddenly recently. He had an unusual career. In young manhood he had no thought of a professional career. He was teacher of one of the largest Sunday School classes in Indiana, and no matter where his business took him he never failed to be home on Sunday morning. His teaching of the Sunday School class attracted wide attention, and the pastor of the church insisted that he enter upon educational work. Once in the public school game he advanced rapidly and became assistant state superintendent. When Dr. L. N. Hines, state superintendent, became principal of the State Teachers College at Terre Haute Burris was appointed to succeed him, and was later elected, practically without opposition. When the Muncie school blossomed out independently he was the logical successor. He was making an exceptional success when he died suddenly. He had boundless energy and a superabundance of common sense. He will be greatly missed in the educational councils of the Hoosier State.

Are you teaching your pupils to think in their study of American History?

The Tappan-Kendall Series of Elementary Histories

are pre-eminently thought-provoking texts

Grades V-VI

AMERICAN HERO STORIES . . . *Tappan*

Twenty-one stories of the makers of American history, selected and arranged to illustrate different phases of the building of our country. The book provides a simple, broad foundation for the future study of history and biography.

Grades V-VII

AN ELEMENTARY HISTORY OF OUR COUNTRY . . . . . *Tappan*

A short, connected, and interesting story of the course of events in our history since the discovery of America. The narrative is simple and makes a special appeal through its anecdotes of great men. There are numerous stimulating suggestions for written work.

Grades VI-VII

OUR EUROPEAN ANCESTORS *Tappan*

The historical bond of union between Europe and America is adequately developed in this book. In every detail the text follows the course in history laid down for the sixth grade by the Committee of Eight of the American Historical Association.

Grades VII-VIII

HISTORY OF THE UNITED STATES *Thwaites-Kendall*

This history combines accurate scholarship, unusual interest, and a most complete and helpful teaching equipment. Throughout the text social, educational, economic, and industrial topics are discussed in such a way as to give the pupil a well-balanced, open-minded attitude toward the problems with which, as a voter, he will later have to deal.

The equipment, including Suggestions to Teachers and Pupils make the books

THE MOST TEACHABLE HISTORY SERIES ON THE MARKET

HOUGHTON MIFFLIN COMPANY

BOSTON NEW YORK CHICAGO DALLAS SAN FRANCISCO

Examinations

(Continued from Page 666)

as isolated evidence but in connection with daily work and the personality of the pupil and evidence of his ability gleaned from sources outside of the school; (2) a wider choice of questions and leniency where one type of question was answered with distinction; (3) averaging in all examination grades with daily work, collateral reading, general impression, personal interviews, etc.; (4) the use of examinations as a good discipline but not as the chief evidence of studying or of native ability; (5) avoidance of giving the pupils too great a field to be responsible for in a limited time and which they will cover only cursorily, in an attempt to cram as much as possible; (6) conferences of department teachers concerning proposed questions and discussion of the results received from each pupil; (7) the development of meticulous attention to daily work on the part of the student—recitations today are too perfunctory and seek only some particular bit of information, whereas the teacher ought to make each recitation an exercise in clear and quick thinking, good expression, analysis, and thoroughness; (8) the avoidance of allowing a student's work to be evaluated almost entirely upon the result of a written examination.

Under possible substitutes for, or correlatives to, written examinations I should include: (1) Increased use of oral work—oral examinations, compositions, and daily work, including interviews with the teacher; (2) emphasis upon closer friendly co-operation of pupil and teacher; (3) development of greater attention to the importance of data gathered from daily work, the pupils' reaction to broader problems than simply the particular lesson of the moment; (4) the students' reaction after faults, errors, and weaknesses have been pointed out, after new fields of interest have been opened up, and after the teacher has used every means of showing them how to learn more effectively so as to prepare for worthwhile careers. In my opinion we ought to be training lives which can develop into something more than examination-passers, which respond to more than the discipline attendant upon being obliged to recite a series of lessons, and which have mingled learning with culture, character and personality.

We, of course, do not for a moment consider eliminating examinations until some thoroughly adequate substitute has been installed. But I think that the idea of the examination is decidedly open for suggestions for immediate improvement.

What is your experience?

Why Schools prefer the

Remington Typewriter

THE continued demand for Remington Typewriters for instruction purposes by the business schools of America has for a long time been without a parallel in the history of the writing machine.

The reasons for this demand are simple and obvious. The Remington is simple, strong and durable. It will stand the stress of school use. It is in all respects the ideal teaching machine. And the schools which employ the Remington for teaching purposes are furnishing exactly the kind of training which is demanded by the business world.

Remington
TYPEWRITERS

A Machine for Every Purpose

Remington Typewriter Company
DIVISION OF REMINGTON RAND, INCORPORATED
374 Broadway *Branches Everywhere* New York

Character Chats

By JOSEPH B. EGAN, A. M.

Vineyard Master's Folly

THERE was once a master of a vineyard who had many sunny acres under his control. The earth in his vineyard was deep and rich, and a beautiful stream of clear water flowed near at hand. Moreover the king of the country had given this master, as he did all others, most wonderful roots to plant and care for.

Now it happened that the master of the vineyard was a very vain person, and was always anxious to appear great before other people.

One day, during planting season, a neighbor stopped at the master's well for a drink of water. "Alas!" said he, "my soil is stony, and I am afraid the king's roots will not do well."

"I have a remedy for that," said the master. "I shall go along and show you how to plant your roots."

"But, how about your own roots?" said the neighbor.

"Don't worry about them," answered the master. "My soil is rich and deep, and I can plant them safely on the morrow."

So the two went off and the master helped the neighbor plant his roots. The following day when the master planted his own roots he noticed that they looked dry and neglected, but he trusted to his fertile soil to repair the damage that had come to them.

A month later another neighbor stopped at the master's well for a drink.

"Alas!" said he, "the cut worms are destroying my new vines."

"I have a remedy for that," said the master, "I shall go along with you and help you destroy the pests."

"But how about your own cut worms?" asked the neighbor.

"I have none," said the master. "They do not thrive on my soil."

So he went along, but the next day when the master inspected his own vineyard he found the cut worms had destroyed many of his best plants.

Then came harvest time and while the neglect of the master had been great, the richness of his soil had caused what vines he had left to yield abundantly. On the very day when the grapes should have been picked, a third neighbor stopped at the master's well to drink.

"Alas!" said he, "the blackbirds are eating my grapes. What shall I do to drive them off?"

"I have a remedy for that," said the master, "I shall go along and show you."

So he went along and stood all day in the neighbor's vineyard shooing off the blackbirds with a tablecloth, and behold, the birds that he shooed from his neighbor's vineyard flew over and settled on his own, and ate his grapes and made sad havoc with his entire crop.

When the master returned to his own vineyard he found the king there.

"Faithless and foolish man," said the king, "in your desire to appear great before your neighbors you have wasted your own chances. Henceforth, wander on the highway, for your vineyard is given over to another."

Copyright, 1927, by Joseph B. Egan.
All Rights Reserved.

The Great Architect

WE ALL live in little houses beside the road. Every day the world passes by on its thousand feet, looks in at us with its thousand eyes; listens to what goes on with its thousand ears, forms some opinion about us with its thousand minds.

How different each one of our little houses is! Look where you will, far down the broad highway of life, and you find no two alike.

While it is true that one Great Architect drew up all the plans, He left the actual building to each one of us, contenting Himself with showing us where to get our materials.

What an interesting thing it is to stroll down the broad highway and either admire or wonder over the way different people have built their houses.

Here we find a modest little home, enclosed by a high wall, over which peep beautiful hollyhocks of gentle deeds. A skilfully handwrought gate of sturdy iron stands half open as though inviting welcome ones to enter, but capable of being closed securely against all evil-doers.

Here is a sturdy cottage of noble lines with great wide windows through which we look in on lovely furniture and walls covered with splendid pictures of mighty dreams. No fence surrounds this cottage, for it needs and wants no privacy.

There is a rambling structure that seems to have neither beginning nor end. Its grounds are poorly kept and its walls poorly painted, with broken trellises to which hang the sad remnants of old roses of promise.

And, now and then, we come across a house that we pass quickly by, for it is dark and som-

bre and has iron bars over the windows and across the doors. No beautiful thing blossoms along the hard approach; no merry laughter echoes from within; no hospitable smoke rises from the low chimneys.

And now, how about our own houses, the characters that we have built on the plans of the great architect? Are these houses sturdy, beautiful houses around which lovely things like to cluster; roses on the walls, violets beside the path, hollyhocks laughing over the fence, birds singing in the shadowing trees, children playing in sweet innocence near at hand; houses with spacious rooms adorned with bright ideas and lighted by whole clusters of shining beautiful thoughts?

To you who are young, whose hands are still patting the clay that goes into a cranny of the wall, let me lean over the fence and venture to remark:—

"Build carefully with a level in one hand. Make strong the foundation and straight the wall, and love beauty, for it is called for in the plan of the Great Architect."

The King's Flower Garden

TWO spirits once lived in a king's flower garden. One was a very lovely spirit with golden spots on his pure white wings, and the other was just as lovely, only he had black spots on his white wings. Now, all around the king's garden was a high fence of such pure glass that anyone could look through it far off into the place of stars, but no one could go past it. For that matter no one wanted to go past it, for the king's garden was a place of beauty and delight to live in.

Often the king came to the window in the castle and looked down into his garden. At such times he was wont to follow the actions of the two spirits. How very busy they both were flitting here and there from flower to flower.

As the king watched the spirit with the gold-spotted wings he smiled, for this is what he saw: This little spirit went about doing kindly things. He propped up a broken branch on a rosebush. He watered a snowy lily that was dying of thirst. He drove off a wasp that came to cut holes in a leaf. He lifted a stone from the back of a tender violet. He broke up the hard ground around a struggling seed. He cut away all the dead-wood that choked a lilac bush. He moved a red geranium into a sunny place. He destroyed an ugly grub that was eating the heart of a white rose, and all the while he sang happily and seemed to enjoy life.

But when the king turned and watched the other spirit he frowned heavily, for this is what he saw: This little spirit hunted for honey in the treasure houses of the flowers and ate up all he found. He picked the pretty yellow petals of the daffodils and hoarded them away like a miser would hoard gold. He sat by the hour in the sun on a big leaf, staring off through the glass wall at the distant clouds. He walked on the pure white Easter lilies with his muddy boots, and instead of singing he grumbled all the time because he wasn't having enough fun.

Now the king was a just king. He worked hard himself at his king's job and he expected everyone else to work at his job, so the more he watched the lazy spirit the more angry he got until at last he went down into the garden and called the two spirits before him.

"Listen," said he to the flowers, "what has the spirit with gold-spotted wings ever done to merit a longer stay in the king's happy garden?"

At once there arose a great noise as of many flowers speaking together. The violet cried out: "He lifted a stone from my back." The rose cried out: "He killed the grub that was eating at my heart." The lilac called out: "He cut away the dead wood that was choking me to death."

"Enough," said the king. "Henceforth this helpful spirit shall have charge in my garden. And now," he went on, "what has this other spirit done to merit a further stay in my garden?"

There was not a sound to be heard. Not a leaf rustled. Not a twig bent. Not a petal curled. Only a long sigh, like a wind in a pine beyond the glass fence of the king's garden.

"Too bad! Too bad!" said the king. "Not a good word for him anywhere. Henceforth this useless spirit must wander in far places beyond the glass fence of the king's garden. He will be hungry and cold and friendless. Too bad! Too bad!"

Seeking Heaven

THERE was once a little girl who wanted to go to heaven. Someone had told her it was a very delightful place where there was no shadow and no tears and nothing to do all day long but wander in pleasant places and enjoy oneself, and since this little girl was very much interested in enjoying herself she looked on heaven as a sort of eternal picnic. Now, of course, the idea she had of heaven was a very selfish one, and it led her to think of nothing but herself. She was careful never to do anything that was offensive in any way. She kept herself clean and turned up her nose at dirty people. She never said a naughty thing or did an evil deed from one's day's end to the next, and yet nobody liked her. One person said she was a little prig. Another person said she was

selfish. Another person said she was too good to be true. Across the street lived a little girl of her own age. She was the big sister of a big family. She got up early and dressed the baby and then helped with the breakfast, and then washed the dishes. She was always running about with rag and string tying up stubbed toes and cut fingers. She cried when the baby was down with measles, but worked all day just the same, helping an old crippled lady to find a little comfort in life. Only on Sunday did she think of heaven, and then the thought pained her a little, for it meant dying and leaving so much to be done behind her. Curiously enough everybody loved this little girl. One said she was a dear, which is very great praise indeed; another said she was a little angel, which hinted a little at heaven here on earth, and another said she would grow up into a wonderful woman. It happened that a wise old man in the neighborhood knew both little girls, and one time he spoke to his friends about them. "One looks for heaven as a personal reward," said he, "and hunts for it as a prospector hunts for gold. I fear, my friends, heaven stays a long way off from such as she, like a mirage upon the desert, but the other does not think of heaven at all but goes about spreading sunshine and comfort, and behold, heaven follows her and circles her about and stays with her, blessing all who come near to her."

Closed Blinds

NOT long ago I was walking in a run-down section of a great city. All about me were the houses of the very poor. As I went along one great fact impressed me. Nearly every house had the blinds closed or the curtains drawn across the windows through which light and happiness should have entered in. I pondered over this queer fact. What could be the cause that led people, who were born to love the sun, to take special pains to shut it out of the homes in which they lived? Could it be that the rooms within were so poorly furnished that the owners were ashamed to throw open the blinds for fear the world would look in as it went by upon the cement walks, or did the condition of poverty in which the people lived so rob their days of spiritual joy that they had no desire for the light of the great physical sun that shone down upon their roofs?

Whatever the cause, I felt convinced that the people who thus so foolishly robbed themselves and their children of the benefits of the sun were laboring under a wrong idea of their importance in the scheme of things.

For Afternoon Fatigue

Nothing so wonderful for tired, jaded nerves as Horsford's Acid Phosphate. Just a teaspoonful in a glass of water makes a delicious, refreshing drink. Supplies vital, life-giving phosphates to the body. Sharpens the appetite, aids digestion and tones up the entire system.

At all druggists

Q 50 26

HORSFORD'S ACID PHOSPHATE

Whoever we may be or whatever we may have done we gain nothing by separating ourselves from the warm stream of humanity. We were meant to live together mutually helping each other over the hard places in life. Our own particular lot may be among the roughest places and over the stoniest ground, but even as we walk we can forget our own misery in the joy that a helping hand may bring another. Real success in life does not consist in standing on the hill the centre of all eyes, but in working in the valley where the sick are faint and the weary searching for a place to rest. Far greater is the final reward of that man who looks on progress in this world not by the distance he has placed between himself and the soul behind but in the distance the two have gone on together.

Let there be no closed blinds along the wayside of life, at once shutting us off from the vision of the chances that are given us to help a brother and shutting us off also from the brother's kindly eyes. Let it be known for a certainty that there is no closed blind that shuts out the eyes of the world that does not also shut off the world from us. To withdraw into the darkness of a selfish spirit is to lose the benefit that flows from the central source of light and warmth and lose ourselves in the blackness of our own despair.

EDUCATION IN ACTION

Snap Courses Declared Necessary

"We need snap courses," says the Columbia Spectator. "Good students take them in order to have time to concentrate on other subjects that happen to interest them more—and that in itself justifies them, if ever they needed justification; poor students take them because they are easy, and not infrequently interesting; and why not? As long as 124 points are required for a sheepskin, as long as the time of both kinds of students is so completely taken up, just so long will snap courses fill a defendable want in the curricular mart."

Samoan Students Win Aid of Pacific Union

The Pan-Pacific Union has established a four-year scholarship at the University of Hawaii for students from Samoa, in honor of Edward Herrick Brown and his son Donald Brown, it has been announced by Alexander Hume Ford, director of the union. The student will be selected by the Department of Education in Samoa, and will receive room and board and $250 a year during his course.

Teachers of Merchandising Appointed in Three Cities

Because of increased demand for retail store education, new teachers of retail merchandising subjects have been appointed in the public schools of Philadelphia, Atlanta and Boston, according to Miss Isabel Craig Bacon, specialist in retail store education, Federal Board for Vocational Education.

Nebraska Court Bars Fraternities

Holding that "it is a matter of common knowledge and a well-established fact that groups of college students are for the most part exuberant, boisterous and hilarious, and that they do not keep regular hours and are addicted to the use and abuse of vibrant and sonorous musical instruments," the Supreme Court of Nebraska has upheld the action of the Omaha City Council in barring fraternities from the exclusive residential districts of that city. The moaning of the midnight saxophone, the clash of gears and the tooting of auto horns, the shouting and the tumult of visiting and being visited that are so characteristic of Greek letter society life are, in chaste legal terms, pointed out as being features that render their presence in a residence section annoying to the owners of property who want to sleep at night and damaging to their investments as well.

Agricultural Instruction By Itinerant Teachers

A course in vocational agriculture, to be given by traveling teachers in selected high schools in southwestern New York, has been projected for the session of 1927-28 by the State School of Agriculture at Alfred in co-operation with boards of education of the local schools. The plan is designed primarily for schools where the number of farm boys in attendance may not justify employment of a full-time instructor, but where the experiment may develop sufficient interest in vocational agriculture to warrant part-time instruction during four years.

Scholarships Established By Indianapolis Teachers

A plan whereby teachers give scholarships to fellow teachers has been put into operation by the Grade Teachers' Association of Indianapolis. A scholarship fund has been established by the association from unexpended membership dues. In order to be eligible for a scholarship, a member must have taught five years in public schools of the city, and during that time must have accumulated twelve semester hours of college credit. A teacher who has been the recipient of either of two scholarships awarded under the management of the School Board for work of special merit is not eligible. The beneficiary of the association scholarships agrees to continue in the service of the Indianapolis public schools for at least two years, or to refund the amount accepted. The value of the scholarship for the summer of 1926 was $200.

Make Toronto Reservations Now

Applications for accommodations should be made promptly by all delegates intending to be present at the second biennial conference of the World Federation of Education Associations in August at Toronto. E. A. Hardy, 127 Duplex avenue, Toronto, Canada, chairman of the Canadian Committee of Arrangements, stressed in a recent communication the importance of making early arrangements. It is absolutely necessary that the applications specify whether the accommodation desired is hotel, college residence, boarding house or motor camp. The committee is very anxious to provide the best possible accommodation in each of these classes, and calls attention to the fact that space in hotels and college residences is strictly limited.

Would Keep Youth Home

Machinery has been set in motion by the New Hampshire Bureau of Labor to put in effect the plan evolved by the New Hampshire Council to keep young men and women of the state at home. The new idea is, as far as possible, to find employment in this state for those who will be graduated from New Hampshire schools and colleges. Letters have been sent to the headmasters of all schools by Ernest W. Butterfield, commissioner of education, asking them to state the number of seniors who will be in need of employment after graduation and the number who will probably go to college.

HEALTH OR HOSPITAL?

Spend your vacation at **Attleboro Springs, Attleboro, Mass.**, and rest up on the magnificent estate of the New England Deaconess Association.

Golf, Tennis, Swimming and Other Games and Supervised Physical Culture (without extra charge)

Family Table
Family Atmosphere
Plenty of Home-Cooked Food
Spring Water

No bellboys or uniformed attendants — 125 rooms, with or without bath

RATES

Accommodation in dormitory	$10
Small single room without bath	12
Small single room with bath	15
Large single room without bath	20
Couple rooming together without bath	25
Large single room with bath	25
Couple rooming together with bath	30

These rates include board. Address all communications to Attleboro

College for Adults Established in Wales

Establishment of the first residential college for adult education in Wales has been made possible by a gift by a South Wales industrial leader The building will be located at Harlech. It will furnish dormitory accommodations for thirty students. The governing body of the college will be composed of representatives of different organizations in Wales interested in adult education, with Lord Haldane as the first president. Activities of the college will probably be limited at first to summer schools, short-term courses, and institutes for tutors, or extension teachers, with provision later for longer courses for adults, for which a growing demand has been reported.

The Business Of a Professor

"It is the business of an American college professor to chase his students along over a prescribed ground at a prescribed pace, like a flock of sheep," declares Stephen Leacock, professor of political economy at McGill University. "They all go jumping together over the hurdles, the professor chasing them with a set of 'tests' and recitations marks and attendances—the whole apparatus obviously copied from the time clock of the business man's factory. This process is called showing results. It has also been called the convoy system of education. This system contains in itself the seeds of dullness. It puts a premium on dullness and a penalty on genius. The pace of the group must be set by the slowest and genius rots."

Swedish Institute Offers Summer Course

The Institute of manual training at Naas, not far from Gothenburg in western Sweden, in its summer courses, is training men and women teachers in wood and metal, in drawing, modeling and weaving. Naas is the chief training ground in Sweden for the study and practice of open-air games and athletics. These courses have contributed greatly to the revival of the old Swedish games and folk dances. The Institute, founded in 1872, has adapted manual work to pedagogic use so that it could be included in the school curriculum as an educational medium besides gymnastics. Apart from the technical instruction offered, the Institute has become a summer home for educators of different ages where they may find recreation and mental refreshment. The cultural atmosphere at Naas enables strangers to become familiar with Swedish educational methods and cultural life. The total number of participants in the courses from 1874 to 1926 amounts to more than 13,000. The United States furnished 160 visitors and more than 900 came from England and Scotland.

Postgraduate Study For Haiti Doctors

General John H. Russell, High Commissioner to Haiti, has announced that the Rockefeller Foundation has granted a series of scholarships to the National School of Medicine and Pharmacy in Haiti, which will enable young doctors to study in the medical centres of the United States and Canada. "These scholarships are given with the idea in mind to improve the teaching facilities of the Medical School and thus lay a foundation for a proper scientific institution carried on primarily with Haitian personnel," he said.

Farm Rated Above High School

"The average high school of today is secondary to the farm as an educational factor in the life of a growing boy or girl," J. Adams Puffer, noted authority on vocational guidance for boys and girls, recently told pupils of the Marlboro, Mass., schools. Statistics show, he said, that of every 100 pupils entering high school, only thirty-four are graduated, at least half of those dropped failing in one or more studies. His remedy is in the increase of trade schools, greater interest by parents in shaping the destines of their children and allowing the child to shape his or her future along lines of adaptability rather than on lines of what the parents think it ought to be.

Fail to Educate In Job's Essentials

N. L. Hoopingarner, professor of business psychology in the School of Commerce of New York University, after conducting a series of investigations, says "that schools and colleges have given training in only about fifteen per cent. of the essentials of a job." The investigations were carried out during the past seven years and involve more than 50,000 individuals scattered in widely diversified occupations. He also contends that the problem involved in the supervision and personal development of men has been largely sidestepped by business executives.

Survey of Courses in Co-operative Marketing

The extent to which co-operative marketing is taught in the vocational agricultural high schools of the United States is the basis of a study recently undertaken by the Division of Co-operative Marketing, Bureau of Agricultural Economics. The object of the study is to become familiar with the problems and viewpoints of the teachers in order that the Division may render service in furthering the teaching of co-operative marketing principles and practices in the elementary schools.

EMERSON
College of Oratory
HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean
HUNTINGTON CHAMBERS BOSTON, MASS.

THE ARLO BOOKS
READING—INTERPRETATION—EXPRESSION

ARLO and his family have been on Spring Tour. They have visited schools in New Jersey, Pennsylvania, Washington, Delaware, Maryland, Virginia, and North Carolina.

Why does ARLO go South in the spring? For the same reason that the birds go South in winter. The climate's good for birds—and books—but this is the best time for books!

It looks to us as if ARLO would be a wide traveler this next year. He doesn't stop with a trans-Atlantic flight, but keeps right on cross-country, until he finds some new school to conquer. Is your school one that needs conquering?

BUSY BUILDERS BOOK	.45	DAN'S BOY	.60
ALLSPICE	.55	ANITA	.65
CLEMATIS	.60	WHO KNOWS	.50
ARLO	.55	PATHWAYS	.80

BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

TREND OF THE TIMES

DIVORCE ANALYSIS in London shows that more marital crashes occur in or about the twelfth year than in any other. It also shows that sixty per cent. of these marriages ending on the rocks are childless and that the average age of the parties involved is thirty-five years.

ANYONE INTENDING to break the bank at Monte Carlo will have high figures to aim at. After paying all expenses, paying the annual tribute to the Prince of Monaco of $500,000 and the French Government $400,000 as well, the balance sheet for last year showed a net profit for the Casino of about $7,500,000.

THE SCHMIDTS are no longer the most numerous family in Berlin. They are now in third place, for there are 97,200 Schultzes and 78,000 Mullers. The Schmidts can muster but 69,800.

FOUR POLISH cities are astonished to learn that their new sanitation systems will cost only seventy-five per cent. of the estimated $10,000,000 due in part to the efficiency of American construction methods.

POLICE FORCE of 300 men is to be organized to patrol the new vehicular tunnel under the Hudson river connecting New York City with Jersey City. A three-foot walk in each tunnel will accommodate the patrolmen on their beats as they watch traffic. A signal box every 400 feet will allow patrolmen to flash electric signs throughout the tunnel, such as "All traffic stop," "Stop your motor," "Accident, halt," or "Fire."

FUTURE TRAVELERS won't have their soup jolted over their clothes if the use of roller bearings on passenger coaches becomes general. The Chicago, Milwaukee and St. Paul has one complete roller bearing train, "The Pioneer," which is now operating between Chicago and St. Paul. Not only do such bearings make for smoother travel, but they enable trains to carry more cars at less tractive effort.

TRAFFIC CONGESTION in Pittsburgh, according to a group of experts, is costing $15,000,000 annually because of the delays occasioned.

TWELVE MILES of the East River is steam-heated and cannot freeze. Nine electric stations along the Manhattan front use its water in their condensers and return it to the river at a temperature ten degrees warmer.

AVERAGE AMERICAN loses about seven days each year because of sickness, equivalent to a loss of two per cent. in useful industrial commercial productivity.

AVERAGE SALARY of the presidents of the universities and colleges of the South is $3,000.

ONE EFFICIENCY specialist says that more than a million persons are permanently disabled by accidents annually.

THERE ARE now 15,000,000 holders of stocks in this country. Twenty-five years ago the number was 4,400,000.

COUNTRY'S SYSTEM of roads, to be known as United States highways, has a mileage of 76,000 and 145 individual routes.

SIXTY THOUSAND of the total employes of the national government live in Washington.

TWENTY-FIVE YEARS ago there was one divorce to every thirteen marriages. Now there is one to every seven.

SMALLEST PAY to any employee of the United States government is received by Asikin bin Mian, native messenger for the United States Consulate at Batavia in the East Indies. He was appointed messenger twenty-five years ago at a salary amounting to $6.03 a month. Since then his compensation has been increased gradually until now it is something like $10.05 a month. Natives of the village consider Mian a rich man since he owns a small house and sometimes appears in public carrying a gold watch and chain with an American $20 gold piece as a charm.

ALARMED OVER a rumor that their gods were angry and there would be no summer, the Samoyedes and Ostiaks of Northern Siberia have slain scores of precious reindeer as sacrifices, according to returned Soviet Government census officials. During their five months' travel through the Arctic villages taking census, they assert that the temperature never rose above 35 degrees below zero.

ONE PERSON out of every nineteen in the country lives in New York City.

SPEND YOUR VACATION ON CAPE COD

Furnished rooms by week or month. Reasonable rates. Make reservations early. Ideal place to rest. Close to sandy beach.

Address, Mrs. C. B. Russell
55 Huntington Avenue
Marlboro, Massachusetts
24 Ocean Avenue,
Provincetown, Massachusetts

PRIMARY MUSIC

As It Sounds—
The Auditory Sign

As It Sings—
The Vocal Sign

As It Looks—
The Visual Sign

These discharging into the Musical Concept or
MENTAL SIGN,
constitute the only Basis for Music Appreciation.

The Arfredgar Press
REVERE 51 BOSTON, MASS.

TEACHERS WANTED
National Teachers Agency, Inc.
Philadelphia Syracuse
Pittsburgh Indianapolis
Northhampton Memphis
Awarded Gold Medal at Sesquicentennial for Placement Service

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

KEEBEC
The Right Camp for the Real Boy at Phippsburg, Maine
Wholesome outdoor life under experienced Christian leadership. Both fresh and salt water sports. Hikes, campfires, contests, stunts, games, clambakes, etc. Only $166 for nine weeks; no extras. Write to **Box H, Journal of Education, 6 Beacon Street, Boston,** for particulars.

The BOOK TABLE

PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS. By Homer B. Reed, University of Pittsburgh. Cloth. 481 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This latest book on the subject is by far the most comprehensive. The author not only has the advantage of the psychology of Thorndike and Cattell, and the studies along the same line by Frank N. Freeman, George E. Jones, F. L. Whitney, J. D. Heilman and others, but he makes no use of any of their work, but makes his own scientific study and uses his material instead of theirs.

He lays his foundation in the Law of Repetition and the Law of Association. He studies Reading from the six angles, Eye Movement, Speed, Comprehension, Satisfaction, Individual Differences and Habit Formation. In arithmetic he appreciates its complexity. Influences improving speed and accuracy.

In hand writing he appreciates sex differences, intelligence, character, rhythm, habit formation, and individual differences. With equal thoroughness he treats of spelling, language, history and geography.

There is absolutely no fussing and mussing in presenting his "psychology." There is more real psychology and less of tricks and schemes than is usual in treating of subject methods. He keeps the child, the whole child always in mind. He gives special attention to the mental age, sex, maturity, instincts and emotions, likes and dislikes of the child, environment and hygienic factors; the child's habits of feeding and sleeping. He magnifies various other sociological conditions. He utilizes native advantages and disadvantages in creating acquired habits and interests. There is no trace of the idea that a subject method is a series of tricks to get pretended results. Homer B. Reed has struck a new "lead," as the mining engineer would say. Not to know Reed's "Psychology of Elementary School Subjects" is as inexcusable as to try to teach physics without knowing about long distance power transmission. This book is as creative as is television, or the "Beam" functioning in radio. It is neither safe nor wise for any one to talk or write of "Psychology" in elementary school work without knowing what Homer B. Reed has written.

THE NEW EVERY-DAY ARITHMETIC. By Franklin S. Hoyt, formerly assistant superintendent, Indianapolis, and Harriet E. Peat. First Book, Second Book, Third Book. Cloth. Each about 350 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

The notable success of "The Everyday Arithmetic" warrants the re-creation of the series as "The New Everyday Arithmetic," taking advantage of everything that has been developed by specialists in number work, so far as it helps them magnify the special value of their original purpose to create an interest in the everyday use of number, making sure that the children will enjoy using number and will appreciate the fact that nothing in arithmetic is of any value unless it is letter perfect.

Arithmetic is a school subject in a class by itself. In elementary and junior high schools arithmetic is indispensable in everyday life of everybody, but it is of no slightest value unless one appreciates that its use is indispensable, and also it is worse than useless unless there is absolute accuracy in its use.

"The New Everyday Arithmetic" stresses these three vital purposes—*Appreciation* by children of the fact that its use is indispensable; the necessity of *enjoying* the use of number as the child enjoys practice in any physical game, and third that *accuracy* is determined by laws of number as definitely as in baseball the decision as to a "strike-out" or "touching base" is decided by the umpire. There is no school subject quite like arithmetic, especially from the Third to the Eighth Grade.

EVERYDAY PROBLEMS OF THE COUNTRY TEACHER. A Textbook and a Handbook of Country School Practice. By Frank J. Lowth, principal Rural Normal School, Janesville, Wisconsin. Cloth. 563 pages. New York: The Macmillan Company.

Here is a guide for a rural teacher that deals with every phase of her life, anywhere and everywhere, anytime and every time that she needs help. We can think of no problem in school or community, in class exercise or in school yard, in dealing with the disposition of any child when in good humor or out of humor, who speeds ahead or lags behind, in dealing with gossipy women or sulking taxpayers, with indifferent fathers and their too attentive sons that is not touched upon skilfully by Professor Lowth.

In an experience of a quarter of a century the author has absorbed everything conceivable in the everyday life of a teacher, trained or untrained, in health or in sickness, who knows she is wise and when she is unwise, and with a minuteness of detail that is remarkable he is an inspiration in all things at all times. We have enjoyed the ingenuity of the author in seeing into and through all phases of all problems that can vex a rural teacher. He never makes a teacher lie awake nights over her troubles, but is always comforting and inspiring. It is always safe to recommend "Everyday Problems of the Country Teacher" to any teacher new to the work or over seasoned by experience.

ALISON BLAIR. By Gertrude Crownfield. With Illustrations by George M. Richards. New York: E. P. Dutton and Company.

This captivating story, focused in information, vocabulary and inspiration for school girls, especially meets the new need, educationally and ethically, skilfully. There is no school need greater than to have the schools Americanize Americans geographically as well as historically. "Alison Blair" makes the Battle of Saratoga, a hundred and fifty years ago, magnify the Mohawk Valley, which was the vital factor in liberating New England and the Hudson river country from their dangerous compactness. They could not go Canadaward, they would not go southward, they must go westward, and that was impossible if the Mohawk Valley was obstructed.

Gertrude Crownfield has rendered America a real service in intensifying interest in the Mohawk Valley with a fascinating story. She makes the "Battle of Saratoga" a "Battle of the Mohawk Valley," which is a brilliant achievement.

EVERYLAND CHILDREN. By Lucy W. Peabody. "Just Like You." By Central Committee on the United Study of Foreign Missions, North Cambridge, Mass.

"Everyland Children" are lovely booklets of sixty pages, each telling in attractive short story style, with beautiful pictures, of the children of Mission lands. All little people of America are interested in what is told of these "Everyland Children." Nothing will unify the people of all lands like having children of every land interested in "Everyland Children." Those who remember the missionary appeals of a few years ago can but marvel at the present appeal of the "Central Committee on the United Study of Foreign Missions," North Cambridge, Mass.

USE HOLDEN BOOK COVERS

ESTABLISHED 1869

And Reduce the Outlay for New Books.

This is Practical Economy, a Useful Lesson in Thrift and a Sanitary Method of handling books.

SAMPLES FREE

HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

Big Ben

"Noo, tomorra mornin'," said Sandy, "I'll be callin' ye at seven. An' marrk ye, Donald: When th' bell rrings, it'll be seven an' ye can oot o' yer bed an' come over. But what-ever ye do' dinna answer th' phone, an'll get ma neeckel back!"

Some Bugler

Two soldiers in a negro regiment were boasting about their company buglers:—

"G'long wit' you, boy," said one; "you ain't got no booglers. We is got the boogler, and when that boy wraps his lips around that horn and blows pay call, it sounds jest like a symphony band playin.'

"Well, if you like music, that's all right; but if you is yearnin' fo' food, you wants a boogler with a hypnotic note, like we is got. Boy, when Ah hear ole Custard-Mouth Jones discharge his blast Ah looks at mah beans and Ah says:

"Strawberries, behave yo'selves! You is crowdin' all the whipped cream out of mah dish."—Whiz Bang.

Good Reason

"Now, which of the great men of the past would you rather be, Robert?" asked the teacher after a long and interesting talk on the celebrities of history.

"None of 'em," replied Robert promptly.

"None of them! Why not?"

"'Cause they're all dead."—Railroad Telegrapher.

A Wise Child

Harold — "Which would be worse, for me to be run over by a bus or tram, or tear my knickers?"

Mother—"Why, to be run over by a bus, of course."

Harold—"That's good. I've just torn my knickers."—Passing Show.

Newly Adopted Yanks

Frenchman—"Ooh la la, what a fine game ze shoeball is. I enjoy beem ver much."

Italian—"You maka me laugh. Not shoeball—feetball. Such a ignorance."—Capper's Weekly.

Hard on Herman

"George and Herman, you'll both stay in after school and write the name of your birthplace fifty times," said the teacher to the two bad boys. School over, the boys settled down to their task. The teacher, looking down the rows of desks, saw Herman in tears. "Why, what's wrong, Herman?" she asked.

"It isn't fair," replied the boy, through his tears. "George was born in Erie and I was born in Conoquenessing. He's almost through."

That's So

Little Girl (to grandfather) — "Grandpa, why don't you grow hair on your head?"

Grandpa—"Well, why doesn't grass grow on a busy street?"

"Oh, I see; it can't get up through the concrete."—Stray Stories.

Wm. B. Ittner, Inc.

Board of Education Building, St. Louis, Mo.

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
Portland, Me., 415 Congress St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 402 Dillaye Bldg.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 808 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Los Angeles, Cal., 548 So. Spring St.
Send for circular and registration form free.

THE CARY TEACHERS' AGENCY

Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 36 Pearl Street, Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon Street Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

H. S. BALDWIN **T. M. HASTINGS**

THE EASTERN TEACHERS' AGENCY

Reputation founded on over thirty years of successful experience.

Established 1890 **6 BEACON STREET, BOSTON**

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. **8 Beacon Street, Boston**

Telephone Hay. 1678. **Established 1885**

The Pratt Teachers' Agency

70 Fifth Avenue NEW YORK

Recommends college and normal school graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools.

TEACHERS.

If you desire PROMOTION, better salary, or change of location, enroll now in the Agency of distinctive service. Write today for blank.

THURSTON TEACHERS' AGENCY

224 South Michigan Boulevard **Chicago, Ill.**

An Invitation to Superintendents, Principals and Teachers

With the coming of summer thoughts turn to travel . . . enjoyment, relaxation, new contacts, interesting observations. Away from schoolroom problems for a few weeks at least . . . anxious for whatever vacation may have in store. In your travels, should you chance to be within 200 to 300 miles of Grand Rapids, Michigan, add to your vacation pleasures a visit to the Grand Rapids Plant of the American Seating Company. You'll be welcome. You'll be glad you came. Browse 'round at will or if you would make sure that you miss nothing, be conducted personally through this mammoth industrial plant.

From a dream . . . a vision, an efficiently operating successful institution has taken form. A creative industrial laboratory run on high human planes. An organization that now enjoys the high esteem of the educational fraternity. The desire to excel has been the soil in which this institution has grown to near perfection. Fine equipment, competent craftsmen, efficient executives, soundest of educational principles have been successfully applied. For an object lesson in applied education, school executives, principals and teachers are urged to visit this plant. If not at once, surely this summer.

Bureau of Special Education

The Bureau of Special Education of Miami University, Oxford, Ohio, maintains a traveling psycho-educational clinic for the examination of mentally handicapped children in the public schools of Ohio. Since its establishment this clinic has made almost 3,000 individual clinical examinations in almost sixty school districts in all sections of the state. Included among these surveys is the examination of about 275 of the most backward grade pupils in practically all of the schools in a rural county of Ohio (Miami), in order to determine the feasibility of establishing special classes for mental deficients in such a county. As a result of this survey an additional class has been established in Piqua, which is attended by children from Piqua and several adjacent country schools. It is hoped to establish a class in Troy to serve the mental deficients of that town and the surrounding territory and another class in some other centre still to be selected. As a result of these surveys courses of instruction are now being offered to teachers, principals, and superintendents in Covington, Piqua, and Springfield, by Dr. Wallin.

The staff of the Bureau includes six workers on full time in the Dayton Centre, some of whom devote their time to instruction, and three on part time in the Toledo Centre. The Toledo Centre was opened in September, 1925, for the training of special class teachers from the Toledo schools. During the preceding biennium a centre was maintained in Cleveland for the training of teachers from the Cleveland public schools. Dr. J. E. W. Wallin, the director of the Bureau and clinic, is also consulting psychologist for the Dayton schools. His book on Clinical and Abnormal Psychology is now going through the press of Houghton Mifflin Company as a companion volume to the Education of Handicapped Children, which appeared in 1924.

Meetings To Be Held

JUNE.

20: American Library Association, Carl H. Milam, 86 East Randolph St., Chicago, Ill.; Toronto, Ontario

JULY.

3-8: National Education Association, Seattle, Washington.

5-7: School Garden Association of America: Emilie Yunkers, Louisville, Ky.: Seattle, Washington.

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Ilinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

28-29: Council of Education of the State of New Jersey: J. Heward Hulsart, Dover, N. J.; Newark, N. J.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

5: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

9-12: Missouri Society of Teachers of History and Government; Lottie Huff Soldan High School, St. Louis, Mo.; St. Louis, Mo.

10-12: Minnesota Education Association: C. G. Schulz, 919 Pioneer Building, St. Paul, Minn.; Minneapolis, Minn.

10-11: Missouri Council of Teachers of English: Mary Woods, State Teachers College, Springfield, Missouri; St. Louis, Mo.

9-12: Missouri State Teachers Association: E. M. Carter, Columbia, Mo.; St. Louis, Mo.

17-19: High School Conference: H. A. Hollister, University of Illinois, Urbana, Ill.; Urbana, Ill.

17-19: Illinois City Superintendents Association: H. B. Black, Mattoon, Illinois; Urbana, Illinois.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

Answers to "What Is Your Professional I. Q.?"

[Questions are on page 658.]

81. Estelle Carpenter of San Francisco.
82. E. C. Higbie.
83. Frank B. Cooper.
84. John Dewey.
85. Katherine D. Brice.
86. Minnesota.
87. Reuben Post Halleck.
88. Superintendent of Fresno and San Diego and state superintendent of California.
89. University of California and Harvard University.
90. Elmer Ellsworth Brown, United States Commissioner of Education.

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY

PERSONAL ACQUAINTANCE
DISCRIMINATING SELECTION
CAREFUL RECOMMENDATION

Free registration now for fall vacancies
Prompt and careful response to inquiries

BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY

42ND YEAR

25 E. Jackson Boulevard, Chicago
535 Fifth Avenue, New York
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.

TEACHERS WANTED especially those desiring **Promotion.** Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN ::: TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address Kellogg's Teachers' Agency, 31 Union Square, New York.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager

120 BOYLSTON STREET, BOSTON

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.

SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY

We have unusual facilities for placing teachers in every part of the country.

6 Beacon St. . . Boston, Mass.

ALVIN F. PEASE, Manager

Long Distance Telephone

Member of National Association of Teachers' Agencies